

## GLOBALISATION AND ITS INFLUENCE ON THE PRODUCTION AND DEVELOPMENT OF EDUCATION POLICY

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**ABSTRACT:** *Globalisation is one of the most powerful facets by being witnessed in the world which would affect the education policy. Educational practices, structure, and policies across the globe have been affected as a result of globalization irrespective of the different experiences such as cultural, technological, political, and economic forces. The review and analysis conducted in regard to educational policy, aim of this paper determining how Hong Kong's education policy has been affected as a result of globalisation. The reviews have documented effectiveness and efficiency of the pedagogy systems of various schools has also increased as a result of globalization, apart from playing a role in entirely transforming educational policy. It concluded that the marketization, privatization and commercialization may affect educational policy and planning in Hong Kong by drawing on education policy of pre-primary education voucher scheme. Due to globalisation, there is always a need for nation-states to reform the educational systems and services in response to globalisation.*

**KEYWORDS:** Globalisation, Education Policy, Marketization, Privatization, Cultural Imperialism, Primary Education

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### INTRODUCTION

At present, one of the most powerful aspects being witnessed by the world is that of globalisation. It has both negative as well as positive consequences. Often utilized by developed nations in order to achieve their objectives, cultural, economic and political areas are permeated as a result of globalisation (Mahdi and Saad, 2011). However, there is considerable agreement in regard to the newness of globalisation when social sciences as a discipline are considered (Fischer, 2003). Still, the impact of globalisation is substantial and the entire world is affected as a result. According to Monkman and Baird (2002), the major driver of globalisation has been education and various other frameworks designed in this regard. Moreover, it was noted by Daun (2002) that there has been a considerable amount of change witnessed in national education systems as a result of increased globalisation. It can be substantively argued that globalization has had a definitive impact on affecting this particular trend. It was stated by Monkman and Baird (2002) that globalization extends to all education systems across the globe. Educational practices, structure, and policies across the globe have

been affected as a result of globalization irrespective of the different experiences. There have been various cultural, technological, political, and economic forces driving these changes.

### **Objectives of the Review**

The present review and analysis conducted in regard to educational policy, the focus of this paper has been determining how Hong Kong's education policy has been affected as a result of globalisation.

*Firstly*, the various globalisation elements are discussed in an integrated manner with various conceptual definitions and how education policy is affected as a result of certain prevalent features.

*Secondly*, Hong Kong's educational changes are analyzed for highlighting its respective development in terms of a globalised environment.

*Lastly*, the conclusion is presented.

### **Theoretical Perspective of Globalization and Education Policy**

#### **The Concept of Globalisation and Its Relationship of Educational Policy**

For the purposes of this research review, globalisation needs to be adequately defined. According to Al-Rodhan and Stoudmann (2006), globalisation is able to be used to refer to the exchanges pertaining to ideas, products, perspectives, and other cultural aspects that result in international integration. Moreover, the technological, cultural, social, and economic dimensions have been substantially affected as a result of globalisation. The entire world structure has been shaped as a result. It is also noted by Cogburn (2000) that globalisation pertains to the modifications that take place in distribution and production processes across the globe. These changes often take place in the face of global corporations encountering various opportunities and a significant amount of pressure because of the enhanced integration and application of advanced communications and information technologies into their own business activities. These include distribution, marketing, operations, back-office, testing, and manufacturing. Mundy (2005) believes that economic globalisation revolves around four interdependent aspects. *First*, there is an increased circulation and scattering in terms of production chains. *Second*, a large number of resources are possessed by transnational and multinational organizations aimed at providing products oriented towards the global market. *Third*, an increased globalisation is taking place in regard to the capital and financial flows. *Lastly*, as a result of advanced communications and technology, there has been an increase in the emergence of knowledge-based economies. As a result, searching for intellectual capital has become incredibly important and valuable in knowledge-based economies (Brown, 1999). On the other hand, unrestricted labor movement is not included. This aspect, as indicated by Dale (2005), does have the potential to affect fragile and smaller economies, if ineffectively utilized.

Moreover, there is a close relation between the concepts of education, nation state, and

globalisation. Nation-states are primarily concerned with education as a country's entire future well-being is shaped in this manner. Children are being increasingly educated in consideration of how globalisation is on the rise. A considerable amount of resources are being devoted towards education as it is perceived as a public service that would benefit society. For achieving educational objectives, aspects important to a particular nation were the determining point around which the course curriculum were designed. The domain of education policy was considered to be national and far-reaching. However, education is increasingly becoming a global commodity in today's globalized world (Giddens, 2003). This indicates the commercialization that is increasingly taking place and has led to the creation of knowledge based economies. Considerable investments are now being made in knowledge, skills, and people. For remaining competitive in such an environment, many nation states have devised their educational policy that is oriented towards enhancement (Burbules and Torres, 2000). Further, it is believed by Dale (2000) that when it comes to education, its importance has been recognized by nations and an increased number of actions are being taken to devise and subsequently execute the right education policies. This would assist countries in enhancing their global competitiveness. And Dale (2005) notes that competitiveness of countries has been increasing as a result of the hard work that is put in for enhancing labor force productivity. For assisting children in competing more effectively with the international labor force, various reforms, programs, and educational policies need to be devised. Alongside enhancing a nation's competitiveness, such actions are also geared towards encouraging economies in devising value-oriented strategies. It is believed that education policy has been significantly affected as a result of globalisation (Rizvi, Lingard, and Lavia, 2001). The development, implementation, and subsequent evaluation of such education policies have also changed considerably as a result of the globalization process. A large number of researches have documented that the effectiveness and efficiency of the pedagogy systems of various schools has also increased as a result of globalization, apart from playing a role in entirely transforming educational policy.

Certain political and economic aspects of cultural imperialism are also indicated as a result of the educational reforms. Ideological shifts have resulted and national educational systems are likely to be affected as a result of such dominant cultural and economic implications. Moreover, policy implementations and reforms are also likely to be affected. There has been much debate as to how various globalisation forces have led to the increased globalization of higher education and schooling curriculum. Apart from involving global excellence standards, league tables, worldwide academic elitism, global academic achievement syndrome (OECD, World Bank), and globalization of academic assessment (OECD, PISA) have also been incorporated (Joseph, 2009). Moreover, league tables consisting of the respective exclusivity, excellence, privilege, and distinctive position is also included. Thus, it can be concluded that the directions pursued by a particular nation can in a manner counter the effects of globalisation on the educational structure. This is in consideration of the argument that indeed, certain challenges are posed to states for instance educational uniformity as a result of the globalisation phenomenon (Dale and Robertson, 2002). However, this phenomenon was perceived by Giddens (1990, p.73) as it was further elaborated how globalization's dialectical nature is more of a "pull" and "push" between a nation's sovereignty and the numerous tendencies that are

present in regard to a nation-state system's reflexivity.

Coupled with it, the boost in the ideology of globalisation has brought an immense growth and expansion in the worldwide educational system along with development in dependence on one another for enhanced learning (educational interdependence). According to many scholars, this concept has proved to be a significant instrument in uniting the supremacy of the West in the times of modern globalisation. According to Tikly (2001), modern globalisation has restructured the cultural characteristics and identities in new innovative manners. During the period of post-colonial times, various governments tried to create nationwide harmony by making use of education. They did so by modifying language policies, celebrating ceremonial activities, intervening in educational curriculum, and such similar activities which would aid in forming national unity.

In addition to it, the education related policies, along with the institutions and practices are highly affected by universal changes and variations in cultures. In advanced societies, specifically the industrial ones, the concept of 'multiculturalism' is taken up as a different or unique meaning in the context of globalization. It needs to be considered how liberal pluralism discourses, which have been dominant in multicultural education frameworks in various developed economies, be utilized for learning regarding others and how peaceful coexistence can be achieved alongside demonstrating respect and tolerance. Cultural homogeneity can be considered as being the path towards which globalisation is taking the world, for example, the development of a 'Common World Educational Culture'. Curricular categories and education systems are now also being developed based on universal theories, society and state instead of national aspects. Still, educational strategists are faced with an increased amount of challenge as a result of cultural identity changes. Diversity needs to be incorporated into the curriculum and more collaborative ways need to be devised.

In addition, powerful countries are given a legitimacy of dominating other countries, as a result of the phenomenon of global governance (Tikly, 2001) However, certain issues are encountered when it comes to considering global citizenship. Nation-state is the primary element around which citizenship is established, and it is determined for ensuring the citizens of a country are protected from various external cultural, political, and economic forces. Therefore, there is not particular basis for establishing the concept of global citizenship, which considerably weakens its attractiveness. Efforts are increasingly being made for globalizing various political and economic entities, for instance the focus on nation states by the UN, IMF, and the World Bank. Education policies of such nations, particularly underdeveloped ones, are being increasingly aligned with possessing a favorable perspective regarding global citizenship.

This particular stress caused creates issues in the development of curriculum; creating such a curriculum which is in line with globalization solely may question the national sovereignty of a country. Moreover, because of such a curriculum, the national educational policy of a nation suffers heavily. If it fails to satisfy the globalisation policy, the nation may end up getting any support or aid from the rest of the world. This may bring the existence of the nation in danger. However, if it keeps supporting globalisation solely, the nation may eventually lose all its power.

## **Globalisation and Education Policy in the context of Hong Kong**

To discuss globalisation in Hong Kong and its influence on the education in the area, let's first solely shed some light upon the educational policies adopted by Hong Kong. The major focus is on the economy of the nation, its geographical location, and the teaching and development aspects pertaining to Hong Kong.

The location of Hong Kong is considered to be a central one as it strengthens the overall worldwide economic network. Moreover, Hong Kong is considered to be the unique managerial and administrative district of China, making it an area of immense importance and value in terms of geographical location. Initially, Hong Kong had an educational system which was highly similar to that of England, reason being during the years of 1842 to 1941, the area became a British colony and the City of Victoria was established. However, during the years of the 1990s, Hong Kong experienced several educational restructuring as a result of the widespread and overwhelming boosts in globalization. Hong Kong managed to become one of the main cities where goods were brought for import and exports, making it the chief entrepot during the end of 1970s. It became the central point for trade between China and the rest of the world. Recently, Hong Kong is said to be the central trade hub and a major financial centre. The city of Hong Kong came under the control of China on 1<sup>st</sup> July 1997, and its sovereignty was no more under the power of the United Kingdom. Hong Kong has further improvised its abilities to enhance and uphold the economic development since then with the constant help and support of China.

When it comes to development of education, According to Hayhoe (2005), Hong Kong has done a lot to merge the model of modern western-style education with its own colonial system education. The education and learning field in Hong Kong witnessed three major phases of reforms. The last wave of reform particularly deals with meeting the standards of globalisation, and implementing such an educational system which would bring in greater effectiveness for future generation to excel in a highly globalized society.

As the world is experiencing changes and developments in technology, social and cultural aspects, along with the changes in the basic studies of economics, the area of education must also undergo such changes and developments (Burbules, Nicholas, Carlos and Torres, 2000). It is pretty apparent that bringing in variations and improvements in the educational structure of Hong Kong is done due to the influence that has been created by the continuous development in the global educational structure. The government of Hong Kong made an announcement in its Policy Address of 2006 to 2007, to provide a substantial financial assurance to the Kindergarten education. This was done to enhance the quality of education provided to the students at the Kindergarten level. From 2007 to 2008, the policy stated that an amount of HK\$2 billion would be offered each year to effectively promote and run the Pre-primary Education Voucher Scheme (PEVS). The purpose of this scheme was to "Increase Investment, Enhance Quality (Education Bureau [EDB], 2008b) of the educational services provided to the Kindergarten levels. The education acquired during the early stages creates a foundation for the students. Moreover, this highly influences the learning ability of students in subsequent

years. Building high standards of pre-primary education enhances the chances of a child to further develop in future, and gives him/her an edge over the others. The competitive nature of Hong Kong makes it perceive that high quality education allows the employers to spot able and well educated individuals for the jobs. That's the reason for which parents in Hong Kong aim to provide their children with the best quality of education specifically during the initial years of learning. The pre-primary learning in Hong Kong offers its students with a soothing and pleasant atmosphere. The purpose behind providing such a balanced environment is to enhance the ability of a child to develop in various aspects such as intellectual, physical, emotional, aesthetic, and other social and language aspects. Moreover, this is also geared at allowing him/her to experience a process of balanced development.

## **From Globalisation Discourse to Analyse Pre-primary Education Voucher Scheme**

### **i) Marketization**

The financial support of Pre-primary Education Voucher Scheme mainly from the government which 'came in the form of fee assistance under the kindergarten and Child Care Centre Fee Remission Scheme' (Fung and Lam, 2009, p.159). Moreover, the majority of educational services work as benefit making businesses, and the kindergarten sectors are being regarded as the private sector in Hong Kong. Thus, similar with all private corporations, financial pressure to keep schools functioning or to maintain a balance account or making profit are the major problems for Kindergartens. Therefore, it is clear that market forces are the driving force for schools' operation.

Inter-institutional competitions provide both individual and societal demands with many choices, so it is believed that the development of recent policy in Hong Kong has been mainly shaped by the market forces (Chan, 2007). It is obvious that the consumerism phenomenon is caused by the impact of the process of marketization. In Hong Kong, Pre-primary Education Voucher Scheme can be seen as certificates, which parents are able to purchase schooling for their children. And the vouchers are issued by government. Specifically, education vouchers can be defined as certificates which parents are able to purchase schooling for their children. In this situation, parents and students have the options to select either public or private school with their municipality by collecting the vouchers and submit to the government, so that the vouchers can be use as money to run the schools. In this way, instead of the compulsory pedagogical decisions government make, parents and students are able to choose schools with their expectations, and the opportunities of selecting school for parents are various, therefore, it is likely that the school competition for students are required (Chan, 2000).

Further, such a regime is likely resulting in competition pressure between schools in Hong Kong. Under the pressure, schools may establish clear missions, enhance the curricula, embrace the innovative teaching methods, formulate students-centered teaching environment, develop a sense of responsibility to defined student outcomes, and establish a communication platform for both schools and parents (Howell and Peterson, 2006). Additionally, according to Paulu (1995), the accountability of services for serving students is becoming an important factor in competition in the marketization context. All in all, according to Friedman (2009),

education vouchers effect education quality. It mainly shifts the educational services from public to private sectors, and it also boosts the market forces for the demands of parental choice.

Underlying the perspective of the use of education vouchers which enable parents to make choice for their children, however, in the highly market-exposed environment, it requires schools to change so that they are able to meet market demand. In addition, it seems that work have become more intensive, the investment of education innovation has become more expensive, and the new assignments have become time-consuming.

## **ii) Privatisation**

Neoliberalism affecting education in increasingly more contexts, with the line of weaker state control, economic rationality, market justice, and consumer choice, and privatisation as a common neoliberal strategy (Apple, 2000). Hong Kong is experiencing the process of privatisation (Chan, 2007).

The broadly definition of privatisation is: state subsidies are being declined, and state becomes more deregulation (Ball, 2007). Within the educational context in Hong Kong, according to the pre-primary education voucher scheme, the educational services in most of the kindergartners have been shifted from the public to the private sectors. In other words, privatisation tendencies have been changed from education being regarded as a public good that supports the entire society, to education being seen as a private good that meet the individual demands. This tendency makes education as a competitive product, which enable individuals and valued solely benefit from the extrinsic worth, such as qualifications or certificates.

Under the impact of privatisation, education is undergoing a change. For example, education policy is likely well-organised and managed, and privatisation changes the way of how the education curriculum is decided and taught. Moreover, privatisation in and of public education enable educational access for students is likely equal with the consequences for social justice. According to Lam (2010), privatisation indicates that there is an increasingly diversified demand in terms of content or teaching.

In addition, according to Howell and Peterson (2006), in terms of education vouchers in private schools, the educational environment is likely more promising and efficient for students to learn. Students tent to demonstrate fewer disruptive behaviors, along the line with fighting and property destruction. Moreover, the majority of studies have likewise reported that competition for education vouchers in private schools may lead to the improvement of education quality and educational service provision to meet the market demand (Chan, 2007).

However, the education vouchers indicate that the current direction of education policy has negative impact on children and young people. Privatisation distances education processes from parents and the greater society in the interests of profit or other divisive agendas. Instead of making profit, it is clear that the aim of education is to provide a learner-centered environment where all pupils are able to develop their potential abilities.

### **iii) Commercialization**

As a response to the market-oriented reforms, purchase schooling for children by education voucher as consumers can be seen as a trend of commercialization. According to Burbules, Nicholas and Carlos (2000), commercialization refers to the associations between schools and the economic sector. Moreover, education is now seen as a practical products and an important factor that leads people successfully competing in the global environment. Therefore, it is obvious that governance and structure of schools can be seen as an economic process due to the commercialization of education. In the education voucher scheme context, students refers to 'customers', 'clients' and 'products', and 'service providers, learning guides and education managers' commonly refer to teachers ( Wong and Rao, 2015). Further, driven by market forces, the way of how parents and children to choose education services is enhanced. Under the competitive market, the responsiveness of schools is being promoted (Mok, 2000). Moreover, schools have to provide better education services that conform to parental preferences during the educational settings. It is likely that pre-primary education voucher scheme result in improving pedagogical autonomous of schools.

However, education is being commercialized which has serious and negative effects. To begin with, it is obvious that education can be seen as a profit-making opportunity, which leads to subjects as science and mathematics assume more importance than literature or art, merely because later on they provide remunerative jobs in the market. Thus, subjects and their importance is often market-driven and not necessarily for the development of the child's potential. It seems that teachers is no longer an important entity participating in decision-making and advocating the best interest of the child. And a teacher is expected to follow the line and work for the best interest of the enterprise, namely the sponsors, trustees and managers. Additional, teachers are supposed to attend sophisticated programs rather than use their best judgment based on their observation of the student to guide them.

### **CONCLUSION**

In this paper we have attempted to present a discussion of globalization has many effects on education policy in the field of economic, political, and cultural. It reviews how globalization may affect educational policy and planning in Hong Kong by drawing on education policy of pre-primary education voucher scheme, and from the three globalisation discourse, that is, marketization, privatization as well as commercialization to critical analyse the education voucher. According to Dale (2000, p.90), globalisation is a new and distinct shift in the relationship between state and supranational forces, and it has affected education profoundly and in a range of ways. Due to globalisation, there is always a need for nation-states to reform the educational systems and services in response to globalisation.



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